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## ABSTRACT

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By L. Brooks Hill, Michael G. Parkinson  
and David Dobkins

Deriving its rationale from the communication concept of gatekeeping, this research explored the interaction between Information Officers and their Commanders as that interaction impacts upon the Air Force information program. The study involved a census survey of Information Officers and their Commanders. The results of these surveys identified three potential problem areas: (1) different conceptions of the IOs' experience and related credibility problems; (2) dissimilar perceptions of the IOs' role and related problems of time allocation, and (3) different orientations regarding the media aspects of the IOs' approach to their role. These results were interpreted in typical narrative fashion from a theoretic and practical orientation. The report further introduced three video taped modules which were designed to extend the survey results and enhance their educational utility. The applicability of the approach of this project for future research is discussed.

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COMMANDER UTILIZATION OF THE  
INFORMATION OFFICER

By L. Brooks Hill, Michael G. Parkinson,  
and David Dobkins\*

A viable and defensible information program must disseminate information to people who can use the information for the benefit of the organization which the program represents. The wide diversity of information, personnel, and audiences confronting a military information program in a democratic society compounds and confounds its efforts. As the quantity and complexity of information to be disseminated increases and as the demands of an all volunteer force intensify, the importance of an efficient system for the dissemination of information increases proportionately.

Over the past eight years, the communication faculty at the University of Oklahoma have discussed the concerns and problems of the Air Force information program with students in the Communication Short Course and other SAF/OI representatives. Many of these concerns are specific to particular situations or individuals. One recurring, generalizable concern however, is the inefficient use of Information Officers by their Commanders. Reasons offered to explain the inefficiency suggest misunderstanding and perceptual problems on the part of

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both Information Officers (IOs) and Commanders.

The research herein reported was designed to explore the bases of any problems in the working relationship between Information Officers and their Commanders, and thereby to enhance Commander utilization of Information Officers. Unlike most research projects this study also entailed a special extension of its findings to facilitate broader educational utilization of its results. Four stages comprise the project: In the first stage a survey instrument was designed and administered to all Information Officers who do not work for other IOs and to the Commanders of these individuals. The second stage was the analysis and report of the results of this survey. A third stage involved the production of three thirty-minute video tape modules which provide a discussion of the survey implications for potential application within the Air Force information program. The fourth stage was an evaluation of the entire project, especially the educational usefulness of its third stage.

#### Rationale

To conceptualize the relationship between the Commander and Information Officer and the significance of that relation to the Air Force, the notion of "gatekeeper" is crucial. Basically, "gatekeeping" refers to the control exercised by specific individuals on the transmission of information through the various communication channels in a social system. This notion is similar to other concepts found in the communication



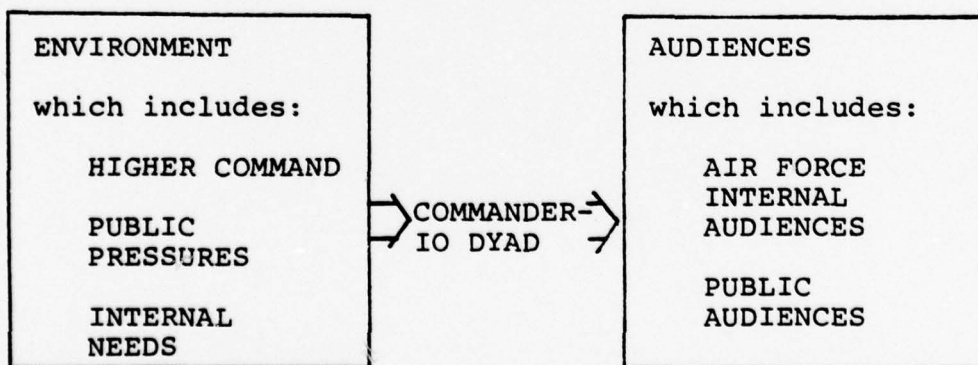
literature. For example, the idea of "key-cell" in a communication network is frequently employed in small group literature (see Shaw, 1971, pp. 137-148). The social influence literature refers to an "opinion leader," while the diffusion tradition explores the "influential." In fact, several writers observe the fundamental similarities between these concepts (Wesley and MacLean, 1970; Rogers and Shoemaker, 1971; Mortensen, 1972).

The artificial distinctions among these theoretic concepts is obscured in natural situations. More useful to the present study is a hybrid notion which relates these concepts and better identifies the naturally occurring gatekeeper. "Opinion leaders," for example, share many of the characteristics of the gatekeeper (Rogers and Shoemaker, 1971), but the idea of opinion leadership holds one significant advantage over the more passive editor/gatekeeper concept. Opinion leaders not only decide what information passes through their gate and what is withheld, they also act as "influentials." In other words, they transfer information and determine for their audiences the relative importance and usefulness of what they transmit (Katz and Lazarsfeld, 1955; Rogers and Shoemaker, 1971). The control of these decisions gives gatekeepers power and responsibility which they often do not recognize (Burgoon and Ruffner, 1978, p. 350). In these respects, this expanded conception of gatekeeping most nearly approximates the information function of the Air Force Commander-Information Officer dyad. Accordingly, the notion of gatekeeping employed in this study accents

the opinion leadership exercised by the two influentials of this dyad.

With any large organization, the effective cooperation of chief administrators and their information personnel is an indispensable element of the information diffusion system. Since Commanders and IOs function, in tandem, as gatekeepers in the Air Force diffusion system, the efficiency of this dyadic team is particularly important. Acting as a "gate," this crucial dyad can either facilitate or frustrate the flow of information through the Air Force and to its public. From the perspective of the literature on gatekeeping, opinion leadership, and other applicable research, this study examines the functional relationship between these two important positions in the Air Force information system.

The central position of the Commander-IO gatekeeping dyad may be visually represented using a simple diagram adapted from the Wesley and MacLean communication model (Wesley and MacLean, 1970).



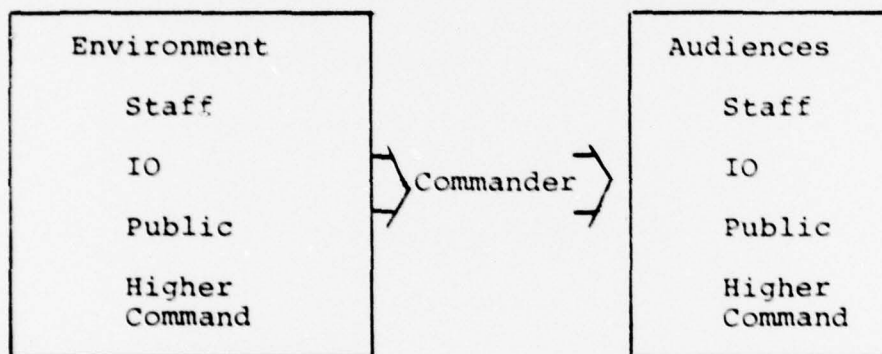
In this diagram, information generated within the environment, including higher command, moves to the Commander-IO dyad where these officers may elect to withhold or pass that information

on to the public or internal Air Force audiences. In its gatekeeping capacity the Commander-IO dyad not only relays information transmitted to it, but is also capable of generating and transmitting new information which is significant to others within and outside the Air Force. For example, the Commander-IO dyad provides other Air Force personnel with verbal and non-verbal markers as to which information "chunks" provided are most significant. Therefore, the Commander and IO are not merely passive gates, only deciding what information is worthy of continued transmission. They also serve as generators of information and as active channels and audience selectors who may supplement or supplant the information provided by other information sources. Particularly in the selection of information for further dissemination and in the matching of that information with appropriate channels and audiences, cooperation of the Commander and IO is essential. Both the Commander and IO contribute to these communication decisions and need to cooperate in the creation and evaluation of such decisions.

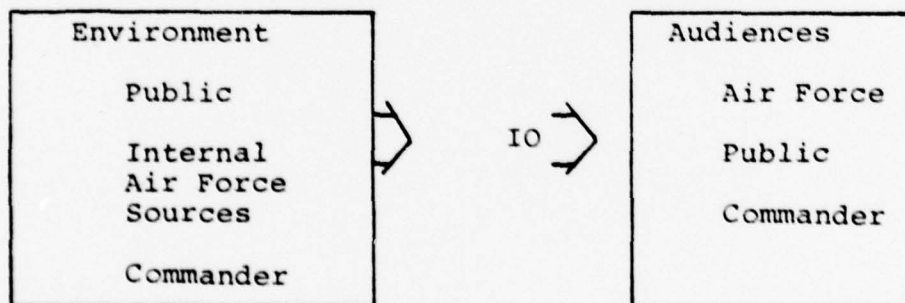
The problems associated with the gatekeeping function described here are to some extent self perpetuating. The Commander-IO dyad not only acts as a gatekeeper between the environment and their audiences; each member of the dyad acts as a gatekeeper between the environment and the other dyad member. Because of the massive amounts of data which both an IO and a Commander process daily, some gatekeeping between them is essential. Maximum effectiveness is, however, dependent

upon each member of the Commander-IO dyad being aware of the other's activities and of their own activities within the gatekeeper role. Such awareness is dependent upon each dyad member providing the other with sufficiently complete information concerning their own gatekeeping activities to facilitate full cooperation.

This intra-dyad gatekeeping can be represented using a modification of the diagram presented earlier. As reflected in the diagram below, the Commander functions as a gate between the environment and his staff, including the IO.



The IO also serves as a gate between the environment and the Commander.



While these diagrams are simplified representations of information flow patterns, they do provide a vehicle for representing one of the very real problems which may occur within the information dissemination system. Of course, information may



be spawned within the environment, either public or internal Air Force, and move directly to one of the audiences without going through the IO-Commander dyad. This particular pattern is beyond the control of the information function and therefore beyond the scope of this research.

This study thus presumes that Commanders and Information Officers are both crucial gatekeepers in the information diffusion system of the Air Force. Less obvious is the extent to which they function together as a gate. Indeed, the quality of an information program often hinges on the effectiveness of the collaboration between them. If these two parties misunderstand their relationship, effective collaboration is restricted and the information program suffers. Proceeding from these assumptions, this study focused on the perceptions of the Information Officers' role and responsibilities by Information Officers and their Commanders. If significant differences can be identified, they may be corrected, thus enhancing the quality of collaboration between the members of this gatekeeping team and the overall quality of the information program.

#### Survey Methodology

A census survey was conducted of all Information Officers whose Commanders are not themselves IOs. The questionnaire used was designed to identify the ways in which the relationship between the IO and Commander impacts upon the dissemination of information. After the initial creation of the survey instrument, students in the Air Force Communication Short

Course (class 1977-5) at the University of Oklahoma helped to evaluate the questionnaires. These students were first asked to complete the IO portion of the survey and then were given an opportunity to critique and discuss the instrument. After this discussion, these same students were administered the Commander portion of the survey and were again asked for their comments and critique. This second portion of the survey was designed for administration to IOs' Commanders. Results of this questionnaire were used to balance the ideas derived from the survey of IOs and to locate problems in differences of perspective.

The survey instruments were designed to assess both attitudes about the individual's own position and about the Commander or IO counterpart. Additional questions tapped present levels of utilization of IOs by Commanders. Four types of questions were included in the instruments:

- 1) Demographic items, for example, the respondents' rank, years of service, major command and previous training.
- 2) A time utilization chart, which asks for both an assessment of actual time spent on information tasks and preferences for time commitments.
- 3) Likert scale items designed to measure attitudes toward the information function.
- 4) An open ended question which allowed the individual to provide specific information concerning personal practices or perceptions.

For complete copy of the questionnaires, see Appendices I and II.

A list of all Information Officers working for non-IOs was provided by Military Personnel Center. Following security

review and approval by MPC, the approved questionnaires were mailed to each of the identified three hundred and forty subjects, 170 IOs and 170 Commanders. According to an agreement with SAFOI, only those Information Officers whose Commanders are not Information Officers were surveyed. Because of necessary adaptations of questions to each survey group, a matched pairs design was not executed.

As was proposed to the Military Personnel Center, the mailed surveys were to be followed with a telephone survey of selected Commanders. This technique was proposed in order to compensate for several anticipated problems. These problems included (1) a low return rate for Commanders, (2) a particularly low return rate for senior ranking Commanders, and (3) Commander's surveys being completed by members of their staff rather than the Commander. However, after reviewing the results of the mailed survey, we found that the return rate (69.4%) for Commanders was much higher than we anticipated. Also the number of surveys returned were proportionately distributed with the rank of the respondent, and the number of surveys which were signed or contained personal notes indicated that most were being completed personally by the Commander. Because of these considerations and the abbreviated time available for completion of the project, we did not pursue the follow-up telephone survey.

### Survey Results

The return rate was sufficiently significant to support the validity of the results. Of the 170 questionnaires mailed to IOs, 137 were returned for a response rate of 80.6 percent. Of the 170 questionnaires mailed to Commanders, 118 were returned for a response rate of 69.4 percent. The returned surveys were coded for computer analysis according to the protocol provided in Appendix III.

To facilitate use of the results, the following six tables summarize the findings: Table I provides the demographic data. Table II reports the perceptions of how the Information Officers allocate and/or should allocate their time. Tables III and IV supplement the time allocation information by reporting the skills IOs believe are insufficiently utilized by Commanders and the frequency of IO and Commander contact. Table V provides the results of the Likert scale items used to assess mutual perceptions of the information functions. A final Table VI reports the quantifiable and nonquantifiable results of the open ended question regarding IO-Commander cooperation. A discussion of the results follows the summary tables.



TABLE I  
Demographic Data\*

	Information Officers' Response	Commanders' Response
Rank of respondents (frequencies)	2nd Lt - 3 1st Lt - 3 Capt - 53 Major - 40 Lt. Col. - 20 Col - 8	2nd Lt - 0 1st Lt - 1 Capt - 1 Major - 0 Lt. Col. - 1 Col - 72 Brig. Gen. - 18 Maj. Gen. - 16 Lt. Gen. & Gen - 7
Mean number of years in Air Force	14.5 years	26.3 years
Mean number of years as IO	9 years	
Mean number of years as commander		5 years
% who have had college course in information related area while in the Air Force	20%	4.2%
% who have had military course in information related area while in the Air Force (other than OU communication short course)	21%	21.2%
% who have attended Air Force short course at OU or Boston	54%	
% of respondents serving at wing level	64%	64%
Mean number of years of education (18 years = M.A.)	17.8 years	17.8 years
% with college major in journalism, communication or public relations	78%	9%
% with college major in other social science		33%
% with military work experience in operations	31%	84%
% of commanders with information experience while in Air Force	QNA	3%
% of information officers with command experience	13%	QNA
% with civilian experience in Journalism	21%	QNA
% with civilian experience in R & TV	14%	QNA
% with civilian experience in PR	4%	QNA
% who plan to make Air Force a career	83.2%	QNA
(QNA = Question not asked)		

\*Figures presented here represent mean responses or frequencies of those respondents who answered the subject question. In some cases respondents did not answer all questions; therefore, total frequencies will vary from question to question.

TABLE II  
Allocation of Information Officers' Time\*

	Actual Allocation		Commanders Preference		IOs Preference	
	IO	CO	IO	CO	IO	CO
Producing administrative reports, personnel management, and supplies management	14.6%	8.3%	8.6%	5.5%	7.6%	QNA
Producing and practicing contingency plans	3.5	3.5	4.7	3.7	3.4	QNA
Commanders' call activities	3.7	7.3	4.5	7.7	4.5	QNA
Production of internal print media (base guide, newspaper, etc.)	14.4	22.8	13.9	20.3	16.0	QNA
Production of electronic media	2.5	4.8	5.0	5.4	5.5	QNA
Serving external media	8.8	8.7	9.2	8.9	11.8	QNA
Internal civilian employee news program	1.8	3.8	9.3	3.0	3.5	QNA
Civic groups liaison	6.5	7.5	2.8	7.5	8.7	QNA
Special events (open house etc.)	6.7	8.5	6.4	6.8	6.7	QNA
Speakers' program	3.7	4.4	4.2	5.4	5.4	QNA
Public affairs airlift	0.8	1.6	1.1	1.8	1.1	QNA
Maintenance and inspection of office files	2.4	5.1	1.6	3.4	1.2	QNA
Cooperation with security police	1.9	2.8	2.2	2.5	2.6	QNA
VIP or civic leader tours	4.5	7.6	4.9	6.2	4.8	QNA
Commander and staff coordination meetings, consultations, etc.	20.1	10.3	14.7	8.9	14.4	QNA

\*These figures are mean responses in percentages. The percentages are those provided by respondents and may not total 100%.

(QNA = Question Not Asked)

TABLE III  
IO Skills Not Being Used by Commanders

	Information Officers' Response	Commanders' Response
% who reported that newswriting skills were not being used	6%	7%
% who reported that R & TV skills were not being used	8%	6%
% who reported PR skills were not being used	13%	7%
% who reported planning skills were not being used	10%	0
% who mentioned other skills not being used	23%	0.8%

TABLE IV  
Frequency of Contact

	Information Officers' Response	Commanders' Response
Mean number of contacts between IO and Commander in last week	9.2	10
Mean number of contacts in a typical week	8.7	Question not asked

TABLE V  
Scale Items Regarding Mutual Perceptions\*

	Information Officers' Response	Commanders' Response
Commander understands capabilities of IO	2.7	1.7
IO understands Commander's expectations of IO	2.3	2.1
IO's skills are being utilized to best advantage for the Air Force	3.4	2.5
Commander expects IO to accomplish things beyond the professional capacity of an IO	5.3	QNA
Commander's training and experience have given him appreciation of the role of the IO in the Air Force	3.3	1.9
Commander consults IO when faced with decisions on information matters	2.4	1.4
IO is able to give Commander advice when Commander is faced with decision on information matter	1.9	1.8
Commander controls the content of the base information program	3.5	2.7
IO controls the content of the base information program	2.8	4.3
Commander does not expect IO to be able to give him useful advice when he is faced with information decisions	5.9	QNA
Commander expects IO to accomplish things beyond the responsibility of an IO	4.5	QNA
IO's training is adequate to prepare him for role as IO	3.3	1.3

\*Scale for responses ranged from 1 (Agree) to 7 (Disagree).  
Figures presented here represent mean response.



TABLE VI  
Responses to the Open Ended Question

Open ended question: What is your perception of the quality of cooperation between the Commander and the Information Officer in the Air Force today?

	Information Officers' Response	Commanders' Response
<u>Part I: Recurrent Responses</u>		
% who mentioned good cooperation	40%	67%
% who mentioned poor cooperation	37%	9%
% who said cooperation varies from Commander to Commander	59%	10%
% who said cooperation varies from IO to IO	8%	9.3%
% who said cooperation varied from unit to unit	1%	14%
% who mentioned Commanders' distrust of IO or media	27%	4.2%
% who mentioned incompetent IOs	0	8.5%
% who mentioned problems of low ranking IO competing with others on Commanders' staffs	20%	1%

Part II: Unquantified Responses. The following comments recurred with variation in several of the responses, but frequencies were too low or variations too great for quantification.

Information Officers:

- 1) Rated officers (including their own Commanders) see non-rated IOs as incompetent or not worthy of trust and responsibility.
- 2) Low rank of IOs makes it difficult to compete with others on Commander's staff.
- 3) IOs are often compelled to perform personal PR for Commander both in local civilian community and within the Air Force community.
- 4) IOs often have a media orientation which leads to a desire to do production work or they object to not having an outlet for their production skills.
- 5) Several IOs mentioned that cooperation between information and command has improved over the past five to fifteen years.
- 6) Cooperation from Commander varies inversely with Commander's age. (I.e., younger Commanders are more cooperative and receptive to information program.)
- 7) The more senior the IO the better the perception of command/information cooperation.

Commanders:

- 1) Several Commanders feel their relationship with the local IO is good but resent interference from higher headquarters IOs.
- 2) Overwhelming perception that cooperation between local IO and local Commander is good.

## Discussion of Results

The discussion of results consists of two parts. Part one offers a typical narrative interpretation of the survey findings. Part two explains the video-tape modules which are available for extended discussion of implications of the survey results.

### Narrative Interpretation

The results cluster in three areas. These areas are (1) the Information Officers' experience; (2) dissimilar perceptions of the IOs' function; (3) the media orientation of IOs and their Commanders.

IO Experience. Information Officers frequently reported that their Commanders and other members of the staff see the IO as incompetent or untrustworthy because of junior rank. Similarly, Commanders often complained about their inexperienced information personnel. Even a cursory review of the survey results demonstrates that these attitudes are not accurate reflections of reality. For example, the average Information Officer surveyed has over nine years experience in his profession, while the average Commander has only five years command experience. Further, many Information Officers report related work experience as civilians and frequently had college training in job related areas. In fact, 78 percent of IOs had college degrees in some area of communication. These figures are even more impressive when one considers the fact that the survey

population included officers in career broadening assignments in information; these individuals would obviously have less professional experience than career information officers.

Several of the Likert scale items and the responses to the open ended question offer further support for the idea that Commanders' perceptions of the IOs' incompetence are not well founded. Indeed, some of these responses suggest that the Commanders' lack of familiarity with the information function contributes to their misperception of IOs and their abilities. For example, when asked if their training and experience gave them an appreciation of the information role in the Air Force, Commanders overwhelmingly agreed that their training and experience was adequate. IOs asked the same question about their Commander responded in almost equal numbers that the Commanders' experience and training were not adequate. When asked if the Commander controls the content of the base information program, Commanders agreed while IOs disagreed. One additional variable surfaces in analysis of the open ended question responses. The junior rank and particularly the non-rated status of many IOs seem to be a point of sensitivity for the IOs and one which is emphasized by the Commanders' frequent mention of these criteria for the evaluation of the IOs' competence.

The overall significance of the different perceptions of the IOs' experience centers on the self image and job performance of Information Officers. Because of their position in the organization's power structure a negative self image, whether



correctly or incorrectly developed, is not easy to correct and may lead to a cycle of reduced potential. This cycle is set in motion when the IOs begin to perceive themselves as non-credible. After this perception subsequent interactions tend to reaffirm, rather than correct, the initial negative feeling. This, in turn, may lead to an overly cautious, cover yourself at all cost, defensiveness or, on some occasions, to a reassertion of a positive self-image from over-identification with civilian counterparts. In either case the IO begins to be less valuable as an honest advisor to the Commander regarding the information program.

Dissimilar perceptions. A comparison of the estimates of the amount of time spent on certain tasks graphically demonstrates their dissimilar perceptions of the information function. For example, IOs report that they spend 14.6 percent of their time in administrative duties and 20.1 percent of their time in staff coordination and meetings; for each of these two tasks the Commander reports that his IO spends only half that amount of time. Information Officers report that approximately 14 percent of their time is consumed with the production of internal print media; their Commanders estimate that they spend 23 percent of their time of these tasks. Whereas the Commander assumes that his IO spends nearly 5 percent of his time in the production of electronic media, the IO reports only 2.5 percent of his time spent at this task. Another example of dissimilar perception can be found in their estimates of time devoted to the internal



civilian employee news program: Information Officers report that they spend approximately 2 percent of their time in this area, while their Commanders believe they spend 4 percent of their time; whereas the IO believes the Commander wants a quadrupled commitment in this area, Commanders report they actually want a reduction in time committed. Collectively, these results suggest that the Commander underestimates the amount of time his IO must spend in administrative duties, and that Commanders assume IOs spend the bulk of their time on the program's most visible products, media.

The biases that these misperceptions can create are accentuated when several of the IOs' tasks are collapsed into the two broader categories of office management and media production. Office management includes (1) production of administrative reports, personnel management and supplies management, and (2) staff coordination and meetings. Production of media includes (1) Commander's call activities, (2) internal print media, (3) internal civilian employee news, (4) special events, (5) speakers' program, and (6) production of electronic media. The total percentage of time which IOs report they spend on these tasks are management, 34.7 percent, and production, 19.9 percent. The total percentage of time which Commanders believe their IOs spend on these tasks are management, 18.6 percent, and production, 73.0 percent.\* These figures underscore that the typical Commander believes the IO spends

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\*The two categories of management and production are not all encompassing. Because there are other IO tasks, these percentages will not total 100 percent.

far more time in the production of communication media than is actually the case. Apparently, the Commander is evaluating the IO based on the visible products and is overlooking the need for management as an information staff function.

Further evidence of the disparity between IO and Commander perceptions is available in the responses to the open ended question. While 37 percent of the IOs said cooperation between themselves and their Commander was poor, only 9 percent of Commanders perceived that the same cooperation was poor. Another difference was in responses which indicated that the quality of the information program varied from Commander to Commander. Only 10 percent of the Commanders surveyed indicated variation from Commander to Commander while 59 percent of the IOs mentioned the variable of Commander interest or competence. This difference becomes particularly significant when it is compared to the responses regarding a change of the Information Officer; only 8 percent of IOs and 9 percent of Commanders indicated that a change of the IO was a significant variable. Although they agree on the relative insignificance of an IO change to the information program, the IOs assign far greater importance to the Commander's role in the information program.

These misunderstandings are apparently the product of insufficient rather than infrequent communication. IOs and Commanders report an average contact rate of 8 to 10 times per

week. Although the survey did not identify the nature of this interaction, their contacts seem frequent enough to secure mutual understanding. The lack of understanding must, therefore, be attributed to the quality and/or substance of their interaction rather than to quantity or frequency of contact.

Media orientation. Both Information Officer and Commander responses accentuate the mass media components of the information program. When queried about skills not used and in the open ended question, IOs and Commanders frequently mentioned production skills. When describing their own preferences, both reported they would prefer the IO spend more time in the production of electronic and print media. Both also indicated they would prefer decreased time commitments for such activities as open houses and staff meetings. These results may stem from IOs receiving more formal training in media production than in areas such as general communication or public relations, which are directed toward interpersonal and organizational, as well as mass mediated, communication. However, these results are also attributable to the Air Force reward system which urges Information Officers to produce visible products.

An alternate interpretation of the production orientation of the Information Officer suggests that the IO and the Commander view the information function differently. Focusing on that part of the IO's time spent in production, the IOs

report that 27.3 percent of their time is spent in external information and only 19.9 percent of their time in internal information. The Commanders, on the other hand, believe the IOs spend 33.9 percent of their time in each of these areas. That Commanders reported the same time allocation for both external and internal parts of the program and that IOs reported a substantially greater commitment to the external area suggest that they view the information function differently. These differences could be explained if the IOs perceived their responsibility as the "selling of the Air Force," an external orientation, and the Commander perceived the IO's responsibility as the dissemination of information, a combined orientation. Recognizing situational variability, one who functions primarily as an information source would tend to divide their attention more evenly between those inside and outside the Air Force; however, one invested in a public relations approach would reasonably focus their attention outside the organization.

As a summary of this discussion of results, the current study extends and confirms a related study conducted previously by the Army. During 1976-77 two Army Majors produced a survey of Army Public Affairs Officers (PAO's) and senior Army officers attending the Army War College, the National War College and the Industrial College of the Armed Forces. Although their techniques were less thorough, Majors Bishop and Clark identified many of the same results found in the research reported



here. They, for example, found "significant discrepancies between attitudes of senior officers and the PAOs' perceptions of those attitudes," "a low estimate of PAOs ... and media by senior (officers)," and "variations between PAOs and the senior (officers) over which PAO staff duties are most important" (OCPA, 1977, p.1). These results not only offer further support for the findings reported here, but also suggest that the three primary problem areas identified may be generalizable throughout the Department of Defense.

#### Video Tape Modules

The results of research are often underutilized or inaccessible for persons in a position to apply the findings. To avoid this potentiality, this research has been augmented by the production of three thirty-minute video tapes. These tapes use dialogue between the research director and other communication faculty at the University of Oklahoma as a vehicle for extended discussion of the implications of the survey results.

The video tape modules approximately correspond to the three clusters of results identified in the preceding section. Because of the overlapping nature of the findings and the difficulty of categorizing actual problems, the modules do not coincide with the preceding clusters. Module one focused on the "Information Officer Image and Role" and primarily addressed concerns surfaced about the IOs' experience and responsibilities. The guest faculty member for this dialogue

was Dr. Michael G. Parkinson. The second module focused on "Commander-Information Officer Cooperation" and addressed many of the concerns surfaced in the survey about the allocation of IOs' time and mutual perception of the information function. Dr. Blaine Goss was the faculty guest for this module. The third and final module addressed "Information Management" and concentrated on the management aspects of the Information Officers' role. The guest faculty member for this module was Dr. Roger Babich.

The tapes are not intended as a detailed analysis or report of the survey. Instead, they are intended as a catalyst or stimulus for discussion of the questions raised and a vehicle for interpretation of the results of the survey to those in a position to actually correct any problems identified. Copies of these video tapes have been provided to Air Force Office of Scientific Research, (AFOSR), Secretary of the Air Force Office of Information (SAF/OI), and the Air Force Communication Short Course, University of Oklahoma. We recommend that these tapes be made available for use in conferences, schools and at individual bases. The tapes will be used, for example, in the Communication Short Course for Information Officers, and every effort should be made to insure that they reach Commanders who are the other half of the Commander-IO dyad.

#### Project Evaluation

Feedback from potential consumers of this research is essential to an adequate evaluation. This feedback has been

requested both from survey respondents and those who view the video taped modules. One purpose of this section, however, is to present a brief proposal for the conduct, analysis and dissemination of future similar research.

One major assumption of the present study deserves restatement: While most research focuses upon the contribution of a given line of research to the body of scientific theory or the application of particular research methodologies, this project was focused on the integration of the research and the practitioners who are its potential users. This integration must begin in the early stages of the research design, particularly the identification of research questions, and continue through the interpretation and dissemination of results.

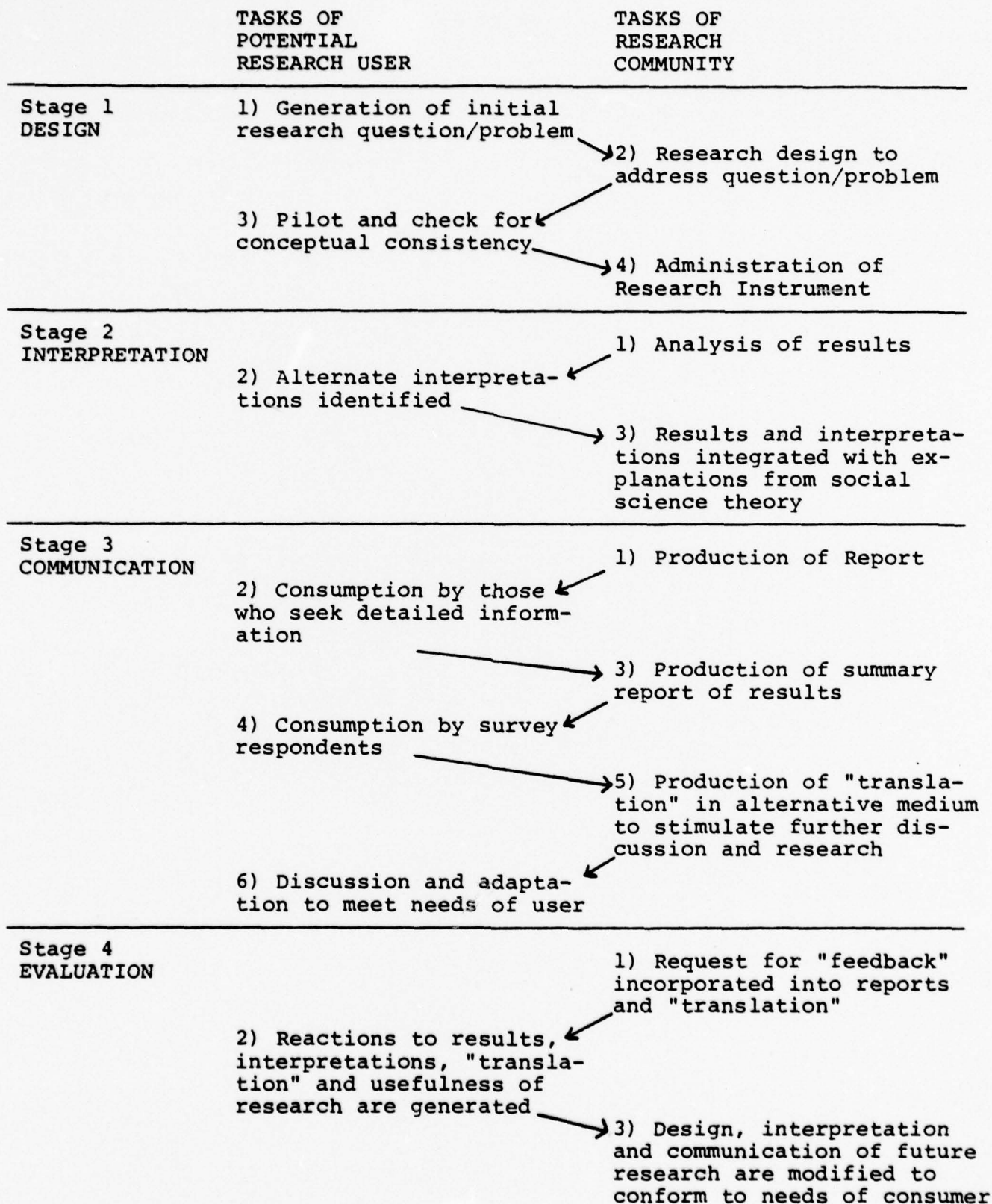
Applying these concerns to the four stages of this research project, in stage one a survey instrument was developed and its format and intentions were discussed with individuals who were in a position to use its results. After the survey was administered, in stage two the survey results were analyzed with the needs of the potential users as a focus of that analysis. In stage three, the results of this analysis were interpreted and discussed in a format which could be made available to the potential users. Stage four involves soliciting feedback from both participants and the users of the survey results in order to guide both further interpretation of this survey and the conduct of future research. In each of the four stages,

feedback has been sought which addresses not only that stage, but each of the previous stages and future research. A graphic representation of this integrated approach to research is presented on the following page.

Not only does the general design of this project seem viable, the substantive aspects also deserve further attention. While the results of this research tended to cluster around three areas, the one area of dissimilar perceptions is particularly significant. If IOs and their Commanders do not share similar perceptions of the IOs' responsibilities, one might reasonably ask if other members of the Commander's staff have a similar problem. When one combines the problems identified in Commander-IO cooperation with the possible explanations offered in this report and the video taped modules, one begins to wonder whether other staff members may also have perceptions of their duties which differ from those held by their Commander.

Because Commanders come from operational units, the problem of dissimilar perceptions of responsibilities may be common to staff members who do not direct operational units. In addition to dissimilar Commander-staff perceptions, each of these non-operational staff members may have problems which parallel the media orientation of the IO. If the IO feels compelled to produce a "visible product" because the Commander is not sufficiently familiar with the IO function, then the Chaplain, Physician, Judge Advocate and others may be focusing their attention on visible products which the Commander is able to evaluate rather than concentrating upon less visible but





perhaps more valuable activities. These possibilities suggest that the production of similar research for other staff positions can provide useful insight for those interested in the maximum utilization of the Commander's staff.

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References to communication network, personal influence, and diffusion literatures are not included in this list unless they are specifically cited in the narrative. Each encompasses an impressive body of research in its own right and inclusion would render this review unwieldy.

APPENDIX I  
INFORMATION OFFICER SURVEY FORM

DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS UNITED STATES AIR FORCE  
WASHINGTON, D.C.  
20330



REPLY TO  
ATTN OF: SAF/OI

25 November 1977

SUBJECT: Survey on Information Function

TO:

1. The attached survey was developed by the faculty at the University of Oklahoma, Department of Communication, as part of a research project approved by the Secretary of the Air Force Office of Information and funded by the Air Force Office of Scientific Research. The objective is to identify significant perceptual differences of the Information function as seen by commanders and Information officers and to help reduce those differences.

2. Because of its importance to the Air Force, I encourage you to cooperate in this research effort by completing the attached questionnaire yourself. It should take only 10 or 15 minutes. The results will be used to make decisions on how the Information function can improve contributions to meeting Air Force objectives.

FOR THE CHIEF OF STAFF

A handwritten signature in black ink, appearing to read "H. J. Dalton, Jr.", is written over the typed name.

H. J. DALTON, JR.  
Brigadier General, USAF  
Director of Information

Atch  
Questionnaire





*The*  
*University of Oklahoma*

780 Van Vleet Oval, Room 331 Norman, Oklahoma 73069

Speech Communication  
Research Laboratory

Dear Information Officer:

The following questionnaire is part of a research project being conducted by the University of Oklahoma Department of Communication under Air Force Office of Scientific Research Grant Number 77-3417. The results of the research will be used by the Secretary of the Air Force, Office of Information, to guide the production of educational materials for information officers and commanders. These materials will be designed to improve mutual understanding of the information and command functions.

Please respond to the questions personally. If you allow a member of your staff to complete the questionnaire, the results of the research and its value to the Air Force will be invalidated.

Your anonymity as a respondent to the questionnaire will be guaranteed. The names of individual respondents and their answers to the enclosed questions will not be part of the report to the Air Force. Results of the survey will be available for your information by April 1, 1978. To inquire about survey results, write: Dr. L. Brooks Hill, Department of Communication, University of Oklahoma, 780 Van Vleet Oval, Norman, Oklahoma 73019.

In accordance with paragraph 30, AFR 12-35, Air Force Privacy Act Program, the following information about this survey is provided:

- a. Authority. 10 U.S.C., 8012, Secretary of the Air Force: Powers and Duties, delegation by.
- b. Principal Purpose. The survey is being conducted to identify problems in commander utilization of information staff personnel.
- c. Routine Use. The survey data will be provided to AFOSR and SAF/OI.
- d. Participation in this survey is entirely voluntary.
- e. No adverse action of any kind may be taken against any individual who elects not to participate in this survey.

Information Officer Survey  
USAF SCN 78-43A

1. Please answer the following questions about yourself.

- a. What is your rank? \_\_\_\_\_
- b. How long have you been in the Air Force? \_\_\_\_\_
- c. How long have you been an Information Officer? \_\_\_\_\_
- d. While in military service, what training have you received as an information officer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- e. What is your major command? \_\_\_\_\_
- f. At what level are you serving (MAJCOM, NAF, Wing, Base, etc.)? \_\_\_\_\_  
\_\_\_\_\_
- g. What is your highest level of education (number of years completed: high school graduate = 12 years, college graduate with baccalaureat degree = 16 years, with M.A. = 18 years, with Ph.D. = 21 years)? \_\_\_\_\_
- h. What was your major in college? \_\_\_\_\_
- i. Other than information, what fields have you worked in in the Air Force? \_\_\_\_\_  
\_\_\_\_\_
- j. As a civilian, what fields have you worked in? \_\_\_\_\_  
\_\_\_\_\_
- k. Do you plan to make the Air Force a career? \_\_\_\_\_

2. In column 2, next page, estimate the percent of your time that you actually spend on each of the tasks listed in column 1. Please insure that these total to 100%.  
In column 3, list the percent of your time that you would prefer to spend on each task in order to maximize the benefit of your information program for the Air Force and your command. Please insure that these total to 100%.  
In column 4, estimate the percent of your time that you believe your commander thinks you should spend on each of the tasks. Please insure that these total to 100%.

Information Officer Survey Page 3

COLUMN 1 TASKS	COLUMN 2 Actual % of your time spent each week	COLUMN 3 % of your time you would prefer to spend each week	COLUMN 4 % of your time you would prefer command you to each week
Producing administrative reports, personnel management, supplies			
Producing and "practicing" contingency plans			
Commanders' Call Activities			
Producing internal print media (newspaper, base guide, news service, etc.)			
Producing electronic media			
Serving external civilian media			
Internal civilian employee news program			
Civic groups liaison			
Special events such as open house, base tours, etc.			
Speakers' program			
Public Affairs airlift			
Maintenance and inspection of office files			
Cooperation with Security Police			
VIP/Civic leader tours			
Commander and staff coordination, meetings, consultation, etc.			
Other (Specify)			



3. What skills do you have which your commander is not now using?

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4. How many times in the last 5 working days have you talked to your commander (either over the phone or in person)? \_\_\_\_\_ Is this typical? If not, how many times per week do you usually talk to your commander? \_\_\_\_\_

5. Respond to each of the following statements by marking on the scale the space which most nearly indicated your feelings about the statement. For example, if the statement were: "I like ice cream" and you agree with the statement very strongly, mark the scale:

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

If you agree strongly, but not very strongly, mark the second blank. If you agree but do not strongly, agree, mark the third blank. If you neither agree nor disagree with the statement, mark the fourth blank. If you disagree but do not disagree strongly, mark the fifth blank. If you disagree strongly but do not disagree very strongly, mark the sixth blank. If you disagree very strongly, mark the seventh blank. PLEASE PUT YOUR MARKS IN THE BLANKS BETWEEN THE COLONS, PLACE ONE MARK ON EACH SCALE ITEM AND DO NOT MARK ANY SCALE ITEM WITH MORE THAN ONE MARK.

a. My commander understands my capabilities as an information officer?

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

b. I understand my commander's expectations of me as an information officer?

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

c. My information skills are presently being utilized to best advantage for the Air Force?

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

d. My commander expects me to accomplish things which are beyond the professional capacity of an information officer?

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

e. My commander's training and experience have given him an appreciation of the role of the information officer in the Air Force?

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

f. My commander consults me when he is faced with decisions on information matters?

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

g. I am able to give my commander advice when he is faced with decisions on information matters?

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE



Information Officer Survey Page 5

- h. The commander controls the content of the base information program?

AGREE:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:DISAGREE

- i. The information officer controls the content of the base information program?

AGREE:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:DISAGREE

- j. My commander does not expect me to be able to give him useful advice when he is faced with decisions on information matters?

AGREE:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:DISAGREE

- k. My commander expects me to accomplish things which are beyond the responsibilities of an information officer?

AGREE:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:DISAGREE

- l. My training as an Air Force information officer (DINFOS, etc.) was adequate to prepare me for my role as an information officer?

AGREE:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:DISAGREE

6. What is your perception of the quality of cooperation between the commander and the information program in the Air Force today?

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Thank you for your assistance in completing this survey. We hope that it will prove useful in improving the Air Force information program.

APPENDIX II  
COMMANDER SURVEY FORM

DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS UNITED STATES AIR FORCE  
WASHINGTON, D.C.  
20330



REPLY TO  
ATTN OF: SAF/OI

25 November 1977

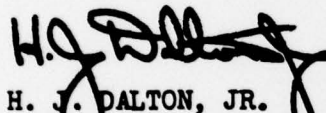
SUBJECT: Survey on Information Function

TO:

1. The attached survey was developed by the faculty at the University of Oklahoma, Department of Communication, as part of a research project approved by the Secretary of the Air Force Office of Information and funded by the Air Force Office of Scientific Research. The objective is to identify significant perceptual differences of the Information function as seen by commanders and Information officers and to help reduce those differences.

2. Because of its importance to the Air Force, I encourage you to cooperate in this research effort by completing the attached questionnaire yourself. It should take only 10 or 15 minutes. The results will be used to make decisions on how the Information function can improve contributions to meeting Air Force objectives.

FOR THE CHIEF OF STAFF

  
H. J. DALTON, JR.  
Brigadier General, USAF  
Director of Information

Atch  
Questionnaire



*The*  
**University of Oklahoma**

780 Van Vleet Oval, Room 331 Norman, Oklahoma 73069

Speech Communication  
Research Laboratory

Dear Commander:

The following questionnaire is part of a research project being conducted by the University of Oklahoma Department of Communication under Air Force Office of Scientific Research Grant Number 77-3417. The results of this research will be used by the Secretary of the Air Force, Office of Information, to guide the production of educational materials for information officers and commanders. These materials will be designed to improve mutual understanding of the information and command functions.

We have tested this questionnaire and found that it takes only ten to fifteen minutes to complete. We hope that you will be able to spare this brief period of time from your schedule to complete the questionnaire personally. If you do allow a member of your staff to complete the questionnaire, the results of the research and its value to the Air Force will be invalidated.

Your anonymity as a respondent to the questionnaire will be guaranteed. The names of individuals who do respond and their individual answers to these questions will not be a part of our report to the Air Force. Results of the survey will be available for your information by April 1, '78. To inquire about survey results, please write to: Dr. L. Brooks Hill, Department of Communication, University of Oklahoma, 780 Van Vleet Oval, Norman, Oklahoma 73019.

In accordance with paragraph 30, AFR 12-35, Air Force Privacy Act Program, the following information about this survey is provided:

- a. Authority. 10 U.S.C., 8012, Secretary of the Air Force: Powers and Duties, Delegation by.
- b. Principal Purpose. The survey is being conducted to identify problems in commander utilization of information staff personnel
- c. Routine Use. The survey data will be provided to AFOSR and SAF/OI
- d. Participation in this survey is entirely voluntary.
- e. No adverse action of any kind may be taken against any individual who elects not to participate in this survey.



COMMANDER SURVEY

USAF SCN 78-43B

1. Please answer the following questions about yourself.
  - a. What is your rank? \_\_\_\_\_
  - b. How long have you been in the Air Force? \_\_\_\_\_
  - c. How long have you held a command position? \_\_\_\_\_
  - d. While in Military Service, what training have you received in the utilization of information staff personnel and the function of the information office in the Air Force? \_\_\_\_\_  
\_\_\_\_\_.
  - e. What is your Major Command? \_\_\_\_\_
  - f. At what level are you serving (MAJCOM, NAF, Wing, Base, etc.)? \_\_\_\_\_  
\_\_\_\_\_
  - g. What is your highest level of education (number of years completed: high school graduate = 12 years, college graduate with baccalaureate degree = 16 years, with M.A. = 18 years, with Ph.D. = 21 years)? \_\_\_\_\_
  - h. What was your major in school? \_\_\_\_\_
  - i. Other than command, what fields have you worked in in the Air Force? \_\_\_\_\_
2. In column 2, next page, estimate the percent of the time that you believe your information office staff spends on each of the tasks listed in column 1. Please insure that these percentages total 100%. Please do not consult your information officer in completing this section. In column 3, list the percent of time you would prefer your information staff office spend on each of the tasks listed in column 1. Please insure these total to 100%.

Commander Survey Page 3

COLUMN 1  
TASKS

COLUMN 2  
% of time you  
believe your  
I.O. actually  
spends on each  
task.

COLUMN 3  
% of time you  
would prefer your  
I.O. spend on  
each task.

Producing administrative reports,  
personnel management, supplies

Producing and "practicing"  
contingency plans

Commanders' Call activities

Producing internal print media  
(newspaper, base guide, news  
service, etc.)

Producing electronic media

Serving external civilian media

Internal civilian employee  
news program

Civic groups liason

Special events such as open  
house, base tours, etc.

Speakers' program

Public Affairs Airlift

Maintenance and inspection of  
files in office

Cooperation with security police

VIP/civic leader tours

Commander & staff coordination,  
meetings, consultation, etc.

Other (Specify)

3. What skills does your information officer have which are not now being fully utilized?

---

4. How many times in the last 5 working days have you talked to your Information Officer (either over the phone or in person)? \_\_\_\_\_

5. Respond to each of the following statements by marking on the scale the space which most nearly indicated your feelings about the statement. For example, if the statement were: "I like ice cream" and you very strongly agree with the statement, mark the scale:

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

If you agree strongly, but not very strongly, mark the second blank. If you agree but do not strongly agree, mark the third blank. If you neither agree nor disagree, mark the fourth blank. If you disagree but do not disagree strongly, mark the fifth blank. If you disagree but do not disagree very strongly mark the sixth blank. If you disagree very strongly mark the seventh blank. PLEASE PUT YOUR MARKS ON THE BLANKS BETWEEN THE COLONS, MARK ONE BLANK FOR EACH SCALE AND DO NOT PLACE TWO MARKS ON ANY ONE SCALE.

a. I understand my information officer's capabilities.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

b. My information officer understands my expectations of him.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

c. My information officer's skills are presently being utilized to the best advantage of the Air Force.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

d. My information officer does not have the training or skills to perform tasks which I would like for him to perform.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

e. My training and experience have given me an appreciation of the information officer's role in the Air Force.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

f. I consult my information officer when I am faced with decisions on information matters.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

g. My information officer is able to give me advice when I am faced with decisions on information matters.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE

h. The commander controls the content of the base information program.

AGREE: \_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:\_\_\_\_:DISAGREE



Commander Survey Page 5

1. The information officer controls the content of the base information program.

AGREE:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:\_\_:DISAGREE

6. What is your perception of the quality of cooperation between the command function and the information program in the Air Force today?

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Thank you for your assistance in completing this survey. We hope that it will prove useful in improving the Air Force information program.



APPENDIX III  
CODING PROTOCOL

### Air Force Survey Coding Protocol

There are two survey masters attached. Refer to the one which corresponds with the survey you are coding.

In the blanks for answers on the survey masters are listed the computer card columns (cc) where you should punch the appropriate response. For responses which are nominal, there will be the note "see protocol" for those responses. The data to enter on the computer cards is listed below.

Each survey should produce three computer cards. I have indicated on the survey masters where to start a new card and where to leave blank spaces in the data fields.

In the upper right hand corner of each survey, there will be a single digit number (role). This goes in cc #1 of Card 1; it is followed by a five digit number (zip) which goes in cc 2-6 of Card 1. Then you just begin with the first question on the survey.

WHERE THERE ARE TWO SPACES IN THE DATA FIELD FOR A NUMBER AND THE NUMBER IS ONE DIGIT, BE SURE TO FILL THE DATA FIELD. FOR EXAMPLE: 1 is coded 01, 3 as 03, etc.

If the respondent left any data field blank on the survey, code the response as 0 (zero).

cc-7 Code nominal responses as follows. 2nd Lt = 1, 1st Lt = 2, Capt = 3, Major = 4, Lt. Col. = 5, Colonel = 6, Brigadier General = 7, Major General = 8, Lieutenant General = 9. There should be no full Generals in the sample.

cc 12-20 In columns 12 & 13 code the number of "regular academic courses listed" (those taught at colleges and offered for academic credit) in columns 14-15. Code the number of information related courses listed in columns 16-17. Code the number of other military courses listed. If attended Comm. Short Course, put a 1 in column 18.

cc-21 Tactical Air Command = 1, Military Airlift Command = 2, Strategic Air Command = 3, Systems Command = 4, Logistics Command = 5, Other = 9.

cc-22 Squadron = 1, Group = 2, Wing = 3, Numbered Air Force = 4, Major Air Command = 5, HQ USAF = 6, Other = 9.

cc-25 Major in engineering science = 1, major in other "physical science" = 2, major in public relations, journalism, communication = 3, major in other social science = 4, other = 9.

- cc 26-30 If operations (flying) is listed, put a 1 in column 26;  
 if information listed, put a 1 in column 27;  
 if command listed, put a 1 in column 28;  
 if administration mentioned, put a 1 in column 29;  
 if any other job listed, put a 1 in column 30.
- cc 31-35 If journalism is mentioned, put a 1 in column 31;  
 if radio and television mentioned, put a 1 in column 32;  
 if public relations mentioned, put a 1 in column 33;  
 if sales mentioned, put a 1 in column 34;  
 if any other job mentioned, put a 1 in column 35.
- cc 36 If yes, put a 1 in column 36.  
 If no, put a 2 in column 36.

For cc 37 (OF CARD 1) THROUGH 64 (OF CARD 2) EXCEPT WHERE  
 BLANKS ARE INDICATED ON THE MASTER SURVEYS, code  
 the actual percentages. REMEMBER TO CODE SINGLE  
 DIGIT NUMBERS AS TWO DIGITS (example, 9 = 09)

#### CARD 2

- cc 65-70 If newswriting is listed, put a 1 in column 65;  
 if radio and TV listed, put a 1 in column 66;  
 if public relations listed, put a 1 in column 67;  
 if command/administration listed, put a 1 in column 68;  
 if planning or management listed, put a 1 in column 69;  
 if other skills listed, put a 1 in column 70.
- cc 75 (CARD 2) THROUGH cc 4 (CARD 3) Code the number which  
 corresponds with the blank checked by the respondent  
 (1 is the far left blank, 7 the far right, etc.).

#### CARD 3

- cc 8-20 (CARD 3)
- If mention superlative cooperation, put a 1 in column 8;
  - if mention poor cooperation, put a 1 in column 9;
  - if cooperation varies from Commander to Commander, put a 1 in column 10;
  - if cooperation varies from IO to IO, put a 1 in column 11;
  - if cooperation varies from unit to unit, put a 1 in column 12;
  - if mention poor rank of IO or competition with others on Commander's staff, put a 1 in column 13;
  - if mention Commander's distrust of IO or media or Commander's ignorance of IO or media, put a 1 in column 14;
  - if mention need for more sources of information, put a 1 in column 15;
  - if mention poor training of IO, put 1 in column 16;
  - if mention need for more competent IO, put 1 in column 17;
  - if mention budget problems, put a 1 in column 18.
- (FOR NOW LEAVE 19 AND 20 BLANK)

## GLOSSARY

Question 1a -- cc 7 of coding form: Ranks can be indicated by either name or number:

2nd Lt = 0-1  
 1st Lt = 0-2  
 Captain = 0-3  
 Major = 0-4  
 Lieutenant Colonel = 0-5  
 (Lt. Col.)  
 Colonel (Col.) = 0-6  
 Brigadier General = 0-7  
 (BGen or BG)  
 Major General = 0-8  
 Lieutenant General = 0-9  
 General = 0-10

Question 1d of IO survey (what training received) cc 12-20 of coding form

Information related courses include: DINFOS (Defense Information School) or any other military school with the word information in the title; I'm not aware of any with abbreviations.

Other military courses that count are: Air War College (AWC), Squadron Officers' School (OCS), Air Command and Staff (ACS)

Do not count ROTC, OCS (Officer's Candidate School), OTS (Officer's Training School), and conferences or "contact with knowledgeable people."

Question 1e (what is your major command) cc 21

Tactical Air Command = TAC  
 Military Airlift Command = MAC  
 Strategic Air Command = SAC  
 Systems Command = AFSC  
 Logistics Command = AFLC

Question 1f (what level are you serving) cc 22

Squadron = SQ or squ or squad  
 Group (I do not know of any abbreviation)  
 Wing (I do not know of any abbreviation)  
 Numbered Air Force = NAF, NbrAF  
 Major Air Command = MajCom, MAJACOM  
 Headquarters United State Air Force = HQUSAF, AF,  
 SAF (Secretary Air Force), HQ

Question 1i (what jobs in Air Force) cc 26-30

Operations (flying) = Ops, pilot, navigator, BS Ops, or they might designate an aircraft like F-111, F-4, B-52, etc.  
 Command = CC, Cmdr, Cmd  
 Information = Info, I.O., IO, ISO, SAF/OI, OI  
 Administration = Admin, finance, comptroller, compt, CBPO, personnel